

OTR-0803

26 September 1974

MEMORANDUM FOR: Director of Training  
THROUGH : Chairman, OTR Curriculum Committee  
SUBJECT : Report of Training Administration  
Review Group

Attached for your consideration is the report of  
the Training Administration Review Group.



Chairman

STATINTL

Report of  
Training Administration Review Group

Office of Training  
September, 1974



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Tab "A" - Responses of Senior Training Officers to  
"Survey of Administrative Practices"

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## I. Introduction

The Training Administration Review Group (T.A.R.G.) was activated in April 1974 to review current administrative practices related to OTR training courses, and to recommend appropriate changes and improvements. The Review Group was charged with looking mainly into six areas of activity, but was not limited to these areas. The six areas outlined in the original charter were:

1. training information
2. solicitation of requirements
3. registration procedures
4. student administration (during course) e.g. attendance
5. reporting on student progress and achievement
6. records on students and courses

### Methodology

The Review Group met about once a week from May - August, although there was some slippage during the summer months because of leave, illness, etc. Initially each member of the committee was assigned one or two of the areas to study, and was urged to gather data on current practices in these areas. In the later stages of the project, the entire group met and discussed each of the areas--the recommendations in each case represent the thinking or consensus of the group as a whole.

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During the course of the study, the group met with OTR administrative and instructional personnel. The group as a whole also visited the [redacted] for two days to interview executive, administrative, and instructor personnel concerning those aspects of the study dealing particularly with headquarters/field relationships in regard to the running of training courses.

A letter was sent to each of the five Senior Training Officers soliciting their views and asking for suggestions. (These responses are mentioned where appropriate in the text--the complete response sheets are attached to the report.)

In addition, the group looked into training administration activities in other Agencies, such as the Foreign Service Institute, National Security Agency, and the Defense Intelligence School. (With the exception of the National Security Agency, for the most part, these investigations did not prove particularly fruitful--except to make it obvious that other government training organizations have problems both quite similar and quite different from ours. We found no unique method or solution to problems which would be readily adaptable to our type of activity.)

Format of Report

Each of the six areas of study is treated in a separate section--which contains background data, current procedures and recommendations.

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A separate section [redacted] STATINTL  
is also included. The problem of the management of guest speakers [redacted] is also included in this chapter.

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The T.A.R.G. has attempted to limit itself to the administrative aspects of training programs as far as possible. It is impossible, however, to separate course administration from course objectives and course content; indeed the nature and objectives of the course dictate course administration, and are often the cause of its problems.

The T.A.R.G. hopes that the Curriculum Committee, the Deputy Director of Training, and the Director of Training will find this report useful. Hopefully, we have identified some problem areas which have not been surfaced before, as well as others which are familiar to many of us.

The Review Group, in the course of its activities, has uncovered some areas where it was possible, because of the nature of its duties and responsibilities of the group members, to effect changes on the spot, on an informal basis. We have not hesitated to do so, where this could be done without higher level approval. For example, an improvement in paper flow between the Language Learning Center and the Registration Group has already resulted. An administrative

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problem we discovered during our visit to [redacted] regarding a delay in students' receiving mail was discussed with officials there and at OTR Hqs. and the situation has since improved.

The report which follows reflects the views of many people who have contributed to the study through interviews, briefings, and written information which has been submitted. We wish to thank all who have contributed.

The final text, however, and the recommendations are solely the work of the Review Group, and represent its own efforts and convictions.

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## II. Training Information

Training information is provided to Agency employees by the following means:

The OTR Catalog of Courses

OTR Special Bulletins

Schedule of Courses

Bulletin Boards

Training Officer Meetings

Bi-Weekly Registration Statistics & Notes to Training Officers

Language Highlights

Most of OTR's courses are advertised by some combination of the above. (Exceptions are the Training Selection Board courses. For these, the Executive Secretary of the TSB sends out written notices to the Senior Training Officers calling for nominations as far in advance as possible.)

### Recommendations

#### A. Catalog of Courses

The revised edition is being published in September 1974. It is recommended that this be done on an annual basis, following a regular schedule. At present, the manpower/resource situation in SRS/RG, has caused the Catalog activity to be carried out on a "catch as catch can" basis. This revision contains important procedural information, in

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addition to OTR and component course descriptions, and selected external course information. The 1972 revision covered only OTR courses. The Review Group recommends continuance of the inclusion of such information to make the Catalog a combined Catalog/Handbook for Training Officers.

*(Agree but  
Should there  
be same part  
of permanent  
format required?  
Same?  
e.g. OTR  
Manual &  
paper &  
print & layout  
etc.)*

#### B. Special Bulletins

Such Bulletins should be continued with each Unit Chief responsible for approval, and mat preparation done by the originating Unit. Occasionally another Agency component requests the publication of an OTR Special Bulletin in connection with a component course. It is recommended that in such instances, the OTR officer in charge of monitoring Component Training be the focal point for such coordination, and the component be responsible for mat preparation and transmittal to Printing Services Division.

#### C. Schedule of Courses

This is issued semi-annually by SRS/RG. This seems realistic and in line with Training Officer requirements.

*(OK)*

#### D. Registration Statistics and Notes to Training Officers

This "publication" provides a fast channel to the Training Officers. We recommend retention and continued distribution of both sections to Training Officers. This was changed in 1973 from a weekly to biweekly issuance due to paper shortage and workload. We recommend the same schedule be retained.

E. Bulletin Boards

This communication channel has been greatly expanded in the past year, with the establishment of the classified bulletin board at Headquarters, installation of same at Chamber of Commerce and utilization of boards in all out-lying buildings for display of training material. SRS/RG has responsibility for latter but needs continuing assistance from OTR Units and Component Training Officers to keep this effective.

F. Publication of Functional Directory

A new functional directory, reflecting recent changes in OTR organizational functions, personnel, and course responsibilities, is being prepared for dissemination at the 30 September Training Officers Conference. The Review Group recommends that such a directory be published twice a year.

G. Component Training Officers

Recommend continuance of the "all hands" Training Officer Conference. This type of group gathering has proved to be an excellent vehicle for OTR to explain and outline courses, future plans, and provide an opportunity for the Training Officers to meet and talk with OTR personnel and Training Officers in other Directorates. Joint Directorate Training Officer-OTR meetings should also be encouraged and held whenever possible.

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The Component Training Officer system in the Agency has been the subject of several studies in recent years. An ideal solution would be the assignment of an experienced MT careerist to the Senior Training Officer positions and to as many components as feasible, considering slotting and ceiling limitations. Until OTR can get more "trained" Training Officers in the "field," liaison/communication between OTR and components will need constant attention.

*We have  
performed  
this task  
successfully!*

#### H. Publications Officer

*Explore further!  
where shall it  
sit?  
IT?*

The Review Group recommends that consideration be given to adding a position of Publications Officer/Editor to the OTR. This individual should be a trained editor and be responsible for final screening and publication of OTR "publications" across the board; for example, the OTR Catalog, Special Bulletins, Language Highlights, Employee Notices, and Special Handbooks such as Guide to Instructor Training.

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### III. Solicitation of Training Requirements

Centralized solicitation of Agency-wide training requirements for OTR courses was begun this year by the Plans & Development Staff as an experimental exercise. PDS tasked each of the Senior Training Officers to provide Directorate requirements for each of OTR's courses, via the individual component training officers, for a one-year period. Prior to this formal exercise, "requirements" were ascertained on an ad hoc basis, by individual instructors or Units, with the exception of the Language Learning Center (LLC), which has long employed a formal requirements system, under the aegis of the Language Development Committee. The Center has recently embarked upon a program of analyzing language skills required for particular positions vis-a-vis those skills estimated to be available for each operating component. This program has already produced positive results by providing firm requirements for this fall.

The Review Group also obtained information on the new Annual Personnel Plan (APP) exercise, now underway in each Agency component, under the direction of the Personnel Officer. (A copy of the APP form, "Planned Core, Skill and Training Enrollments; Language Skills Enrollment" is attached.)

Recommendations

The Review Group recommends that the current system of soliciting requirements for OTR courses be continued and possibly broadened. This first attempt provided some useful data for use in planning future course offerings and numbers of runnings. (The Group realizes that unless requirements could be provided on a firm "by name" basis, and employees specifically earmarked for attendance at particular courses, requirements will necessarily be tentative. This really boils down to whether sanctions or forced quotas should be imposed, or a system similar to the old "5% in training at all times" be adopted, and we recommend strongly against either of these.)

Regarding the APP exercise, perhaps at some future date, when Directorate summaries have been completed, these might prove to be useful tools to supplement the current requirements procedure.

Some consideration was given to soliciting the requirements on a six-month basis, perhaps in concert with the semi-annual Schedule of Courses (which contains firm course dates for only six months and tentative dates for the last six months of the calendar year). We recommend against this and do not believe the additional solicitation would be worth the time and effort involved on the part of the components.



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#### IV. Registration Procedures

Registration for OTR-conducted courses is presently handled by the SRS/Registration Group (SRS/RG). Form 73, "Request for Internal Training", is the basic document for request of OTR training, with the exception of agent liaison training and non-Agency participation in Information Science courses. Form 73's are received in SRS/RG, collated by the appropriate Registration Clerk, maintained in alpha order in a work folder for the particular course, and entered on a preliminary "work" roster (Form 1961). At the close of registration (one to three weeks prior to the beginning date of the course, the final roster is prepared and is delivered to the Course Instructor/Coordinator, along with the pink copy of the 73. At this point confirming telephone calls have been made to the selected students, via the component Training Officer. (It should be noted here that personnel in RG do not deal directly with the employees but use the component Training Officer channel.) Prior to this operation in most cases the instructor involved has already visited the RG office, culled through the 73's, and either made the selection or aided RG personnel in so doing. (In some courses--for example, the Advanced Intelligence Seminar--a particular "mix" or students by grade, office, interest,

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or particular job assignment, is desired, and the instructor handles selections personally. In some cases, e.g., Midcareer, Senior Seminar, the selections are "pre-made" via the Senior Training Officers on a quota basis.)

Questions on registration funnel into RG from all parts of the Agency, at times via the Training Officers but sometimes directly from employees, support officers, et cetera. Questions cover a variety of subjects, from prerequisites, waivers, reporting dates, location and length of course, dates of the next running, and a variety of matters. The registration process is completed with the delivery of the roster to the instructor, except of course for the inevitable last minute requests for entry. After the class is over, the course roster is checked and verified by the instructor and returned to RG for coding and input to the Agency Training Record.

There are exceptions to the above. One is the Language Learning Center (LLC) and the other is the Information Science Training Branch (ISTB). LLC handles its own registrations. The 73's are received in RG but are not tallied, or otherwise recorded, and are taken directly to LLC for selection and processing. RG still prepares the final roster, however, for computer input. The ISTB accepts a number of students from the Intelligence Community, and such enrollments have been handled via letter from the requesting Agency, addressed to the Registrar, Office of Training, CIA. (Note: The

reason the Registrar's mailing address has been used is because this system was instituted when the ISTB was located at the Defense Intelligence School. These letters are now being addressed directly to the ISTB.) Also, now that the portable terminals have been installed in ISTB and are "on line" with the Community, it is anticipated that such enrollments can be handled via terminal.

We did some checking on how registrations are handled by the Department of State's Foreign Service Institute, National Security Agency's National Cryptologic School, and the Defense Intelligence School. These findings are on file with the Review Group.

#### Recommendations

The Review Group recommends that registration for OTR courses be partially decentralized, and that the Unit Training Assistants handle the entire cycle of the courses. The Form 73's, "Request for Internal Training", should still be mailed by the Training Officers to SRS/RG and/or the OTR Registry if one is established, in order to avoid fragmentation and confusion in mailing instructions for the Training Officers. The requests should then be forwarded to the Unit, for logging and processing, final selection by the course instructor/coordinator, and course check-out or notification of selection by the Training Assistant. Upon completion of the course, a Form 1961, Agency Training: Internal (Course Roster), will be verified and submitted to

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SRS/RG for computer input and print-out in the official Agency Training Record. We feel there should still be a central point within OTR, however, to handle calls and other inquiries on OTR courses. It is recommended that this service be maintained in SRS/RG. Inquiries on specifics of course content should still be directed, however, to instructors.

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*gives efficient?*  
*Yer*

The Review Group feels that adoption of these recommendations will minimize duplication, avoid confusion in selection criteria, and locate the student selection responsibility where it logically belongs--with the Units and their instructors.

Registrations for [redacted] STATINTL  
conducted courses pose a special problem, and because of [redacted] STATINTL  
[redacted] decentralization is not STATINTL  
recommended. The Group felt that the [redacted] requires a back-up at Headquarters, either in the Registrar's office or in the SA/OT office.

Possible future automation of registrations, while not the subject of an "in depth" study by the Review Group, was discussed. As background, this subject was researched in studies done for the former SIPS, and the basic system with an acronym of TRAREG, was first drawn up in 1968, with final approval by OTR, OJCS and SIPS in 1970. Delays in computer terminal acquisition, and merger of OTR data processing with other DDA elements in the GIMS (General Information Management Systems), are the major reasons for failure to move ahead in this area. There is also the overriding question of whether or not automation here would be completely cost effective.

Our final recommendation is a revision of the Form 73. The last revision was made in January 1973. This was accomplished by SRS/RG personnel in conjunction with the OTR Records Management Officer, and in consultation with OTR Schools and Instructors. This new revision should be made after consultation with OTR personnel and appropriate Training Officers. In its final form, it should be able to provide basic information for all courses, but more detailed data for those courses where this is required.

## V. Student Administration

Included in this section are student attendance, telephone messages, administrative briefings, and the like.

### 1. Student Attendance

There is some disparity in recording attendance in courses. Some instructors have an attendance sheet posted on the wall or board each day, and students are required to "sign in" as a record of attendance. Some courses do not (examples: Senior Seminar, Advanced Intelligence Seminar) but rely on the students to report to the Training Assistant (TA) when they are going to be absent. A course such as CIA Today and Tomorrow, with a very large attendance and held in the Auditorium, maintains a check-in sheet for only the first day, and one for the special "DDO Day."

*gt. jfm  
enough*

In most of the FTD courses, the instructor takes attendance. In Administrative Procedures and Fundamentals of Supervision and Management (FSM) students initial a sign-in sheet daily. In the Effective Briefing and Fundamentals of Budgeting courses, students sign in the first day and thereafter the instructor checks for absences. It appears that the size of the class dictates what method of attendance

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taking is used. In larger classes such as FSM, a student sign-in sheet is probably necessary. In smaller classes, the instructor can usually tell who is absent.

The Language Learning Center (LLC) has a detailed system. Student records are kept on a daily basis by instructors and turned in to the TA at the end of each week. Student attendance is kept individually (Headquarters students by class on special LLC forms). The TA totals hours for the week and records departmental student hours on a statistics sheet. Individual attendance sheets are filed in student folders. When a student has to be absent, he fills out a form. The LLC sends the original of this to the appropriate Training Officer, and the duplicate is given to the departmental TA. This procedure is mainly used for full-time students.

### 2. Telephone Messages

Telephone messages for students are handled by the Unit TA's and passed to the students in various ways-- either tacked on a bulletin board, handed to students by the TA, et cetera. In some cases messages are left in RG, and the RG clerks relay them to the Unit.

### 3. Administrative Briefings

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conducted by

instructors (Senior Seminar, Midcareer, Advanced Intelligence Seminar). The Managerial Grid, [redacted] does STATINTL not have a formal briefing. Administrative instructions are contained in a briefing packet, sent out to the students well ahead of time. The same procedure applies to the Administrative

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Services Review: Trends and Highlights Course,  
conducted [redacted]

Recommendations

Student Attendance

The Review Group recommends that no standardization be required. It was apparent from our findings that although there is wide disparity, there needs to be. Some courses lose impact if structured too tightly, e.g. Senior Seminar, Advanced Intelligence Seminar and Advanced Management Program. Given the great divergence in class composition, instructors should be permitted rather wide latitude.

*Agree  
MM*

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Three major reasons exist for some kind of attendance check, however, regardless of class composition and structure: To ensure that an employee's whereabouts are known during normal duty hours, to ensure credit for course completion, and to provide a data base for skills training, e.g.-language training. (Here it is necessary to provide a continuing data base for use in determining the length of time required to reach a particular skill level; and to determine if new teaching methodologies can lessen the time required to attain a particular skill level.) We believe that some sort of system, possibly a daily sign-in sheet, should be employed for all Headquarters-based courses, with a course such as CIA Today and Tomorrow, where attendance figures number in the hundreds, handled in a separate fashion. For courses conducted [redacted] rules by and large take care of the "locator" factor, and control here should be no problem for instructors. Administrative Briefings

The Group recommends that such briefings be continued and that briefings for OTR courses based at Headquarters but conducted in whole or in part [redacted] e.g., Managerial Grid, also be required.

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## VI. Reporting on Student Progress and Achievement

There are very few courses in OTR where student progress is reported to the individual's office before the end of the course. The main reason appears to be the relative shortness of the courses. In many cases, courses of less than six weeks duration would present difficulties to OTR Instructors in evaluating performance. Courses where interim reports are given are:

- a. Language Training Courses and;
- b. The Basic Operations Course

In Language Training, an interim report is made by the Language Learning Center after a student has been in attendance for an appropriate length of time. This varies depending upon whether the student is part-time, full-time, in training at Headquarters, or at the Language Learning Center in Chamber of Commerce Building. The report is forwarded to the office of origin only if the student performance is marginal, unsatisfactory, or outstanding. Progress is also reported by phone to interested supervisors or training officers at the initiation of either party.

In the Basic Operations Course, there is a mid-course review compiled by the course instructors, who are knowledgeable of the student's performance from written tests and exercises. This evaluation is discussed indepth with the trainee and

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placed in his file until the end of the course. At the end of the course, a comprehension evaluation is made to the originating office, after verbal feedback to the student.

A student's office may at times inquire about his progress at different intervals of the course. The course administrator and the Chief, Operations Training Group collaborate in responding to these informal requests.

Occasionally, verbal requests on student progress may be received by the Registration Group, OTR Headquarters. The Review Group feels that these inquiries should not be handled outside of the direct [redacted] STATINTL channels.

At the conclusion of most OTR courses, a "Statement of Completion" is forwarded to the student's office. Included in these statements is the basic information on the student with the course objective articulated in some detail.

Separate forms are used for each course. Some standardization can probably be made now that the Word Processing Center (T.A.P.) is in operation.

From early days of OTR until 1962, student training reports were generally designed and utilized by each School as they saw fit. This diversified system was formalized in 1962 with the issuance of OTR Reg. 25-4. Today our course administrators generally follow the guidelines suggested in that Reg. and utilize one of the three formats suggested.

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The changes which have occurred since 1962, suggest not only a revision of the 14 year old regulation but a streamlining of the student evaluation form. Future developments may see elimination of the student evaluation form, per se, however, the recommendations of this group will be concerned with the present and what we feel should be done within the immediate future.

Recommendations

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no  
find a  
religion  
for*  
The Review Group discussed at some length the desirability of coming up with a standardized training evaluation form, which would cut down on paper work, systematize needed data, and simplify the job of the reader of the evaluation (training officer, supervisor).

*feel  
discuss*  
We do feel that a training evaluation system is necessary.  
It should be flexible enough to serve as a record of student achievement or as a certificate of completion for those courses where no evaluation is made. The purpose of the form is to provide a permanent record in the individual's official personnel folder for use in career development and planning. The Review Group has not attempted to determine which courses should be evaluated.

The question was raised as to whether the computerized Agency Training Record (ATR) could be used as the data bank for training completed. Here we run into the problem of the ATR not being current, since input to OJCS is provided on a semi-annual basis.

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We do not feel that some of the information currently provided on Training Evaluation forms is necessary. Such data as year of birth, grade, EOD date, service designation, number of students could be eliminated. It would not be of use to supervisors, training officers, or the Registration Group, as the data is available on Form 73, and is summarized for a class as a whole on the Course Roster (Form 1961) for input into the computerized record. A suggested simplified training report is attached.

Since Language Learning Center requirements are rather unique, in that an individualized qualitative evaluation is always required, we would recommend that the Center continue with its current procedures in this area.

One way of determining course effectiveness is by obtaining immediate feedback at the close of a course in the form of student evaluations. OTR Notice 35-74 dated 24 April 1974 outlines current policy regarding these reports. The Review Group endorses this policy, which provides a flexible approach, and does not require student evaluations on a continuing basis for well-established courses. We further endorse the policy that such evaluations should be voluntary.

Name of Course:

Student : Office:

Course Objectives - (stated briefly)  
(Contents & Methods)

---

Achievement Record -  
(If evaluated, give grades.  
If not evaluated, so state)

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For the Director of Training:

(Course Chairman)

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## VII. Records on Students & Courses

At the conclusion of courses, the course administrator, in collaboration with other instructors, compiles a course report which is forwarded through channels to the Director of Training. This report contains all of the vital information for that particular running - the roster of students, class profile, instructors' analysis of the session, including recommendations for future sessions. This "package" is returned to the originator, who places it in the office file for future reference, as well as for historical purposes. These folders are kept for various periods of time.

Following each course, the course administrator submits a class roster to the Registration Group for inclusion in the Agency Training Record (ATR). This is the only input required by the RG after a course is completed.

The Agency Training Record is a computerized listing of individual employee training, conducted or sponsored by the Agency. It includes OTR courses, most internal programs conducted by other components, and Agency sponsored training at non-Agency facilities. The ATR does not reflect participation in informal or special-purpose training of short duration such as briefings, lectures, conferences, professional meetings, or orientation and familiarization tours; nor does it reflect training not sponsored by the Agency.

The information for the ATR is prepared and maintained by RG. Seven-year cumulative reports are produced semi-annually and include:

1. Alphabetical listing of students by name.
2. Listing by office of assignment and then students alphabetically within the office, giving the course(s) taken. This report is distributed to Senior Training Officers and Component Training Officers.
3. Listing by service designation, with students recorded alphabetically within the service designation, giving the course(s) taken. This report is distributed to Senior Training Officers and Component Training Officers.

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Recommendations

It is recommended that the present system of keeping official folders in two places, the OTR Unit and the Registration Group, be changed. An OTR Notice assigned responsibility for maintaining official course folders to the RG. The latter is keeping folders on each course containing schedules, rosters, and correspondence received concerning the particular course (usually notes or memos on cancellations, date changes, etc.). RG does not receive end-of-course reports.

*feel  
well  
✓  
I think  
I agree  
I agree*

The Review Group feels Units should maintain all official course folders, containing complete schedule, scope notes,

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speaker changes, OTR End of Course Reports, student evaluation forms, and other course material. RG should keep Agency Training Record input data, e.g., course rosters and statistical figures for the official data base, but not substantive course information.

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VIII. Training Administration

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In June, the Review Group spent two days

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[redacted] talking with executive, instructor,  
and administrative personnel. Administrative aspects and  
problems of some [redacted] courses have already been discussed in  
earlier sections of this report.

Our general impression was that course management and  
administration there was being handled in a highly pro-  
fessional manner. In many ways, because of the uniqueness  
of the mission of the installation, its location, its built-  
in security, course administrative problems are more easily  
identifiable and more easily solved.

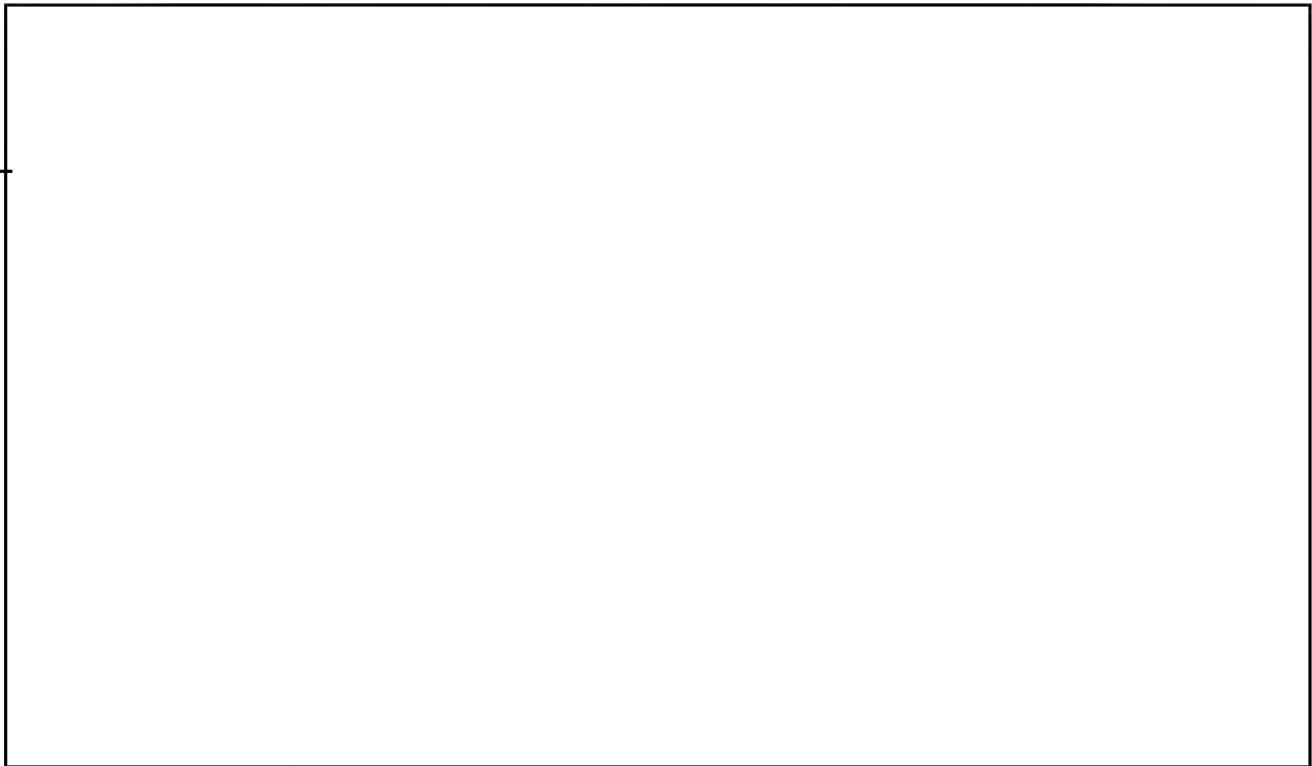
With a "captive audience," e.g. students

25X1

[redacted] such problems as attendance are virtually non-  
existent.

Selection of students is made for the most part through  
the DDO Senior Training Officer. For example, all CT  
candidates for the BOC are passed upon by the DDO/TRO and a  
DDO panel. Other DDO candidates are nominated by their  
Divisions, and sent through the DDO Training Officer, who  
submits their applications to OTR. The Course Coordinator  
is responsible for the administration and management of a  
course, and has substantive responsibility as well.

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Because of increased demand for the BOC, the training  
STATINTL staff [redacted] felt that there is a need to look more care-  
fully at requirements and demand tougher justification for  
putting someone in the course. An additional running of  
the BOC has been scheduled for the current Fiscal Year.

Final trainee evaluation reports from BOC go to the  
sponsoring divisions (or CTP), with a copy being kept in  
the [redacted] registry. For other courses, training evaluation  
reports are sent to the sponsoring divisions.

A major concern at the time of the Review Group's

STATINTL [redacted] was the Federal Government's recent ruling  
on required payment for overtime. The Course Coordinator

for the BOC, for example, felt that if an unfavorable ruling were made, and OTR could not afford overtime for students, the BOC, in order to cover the same material, would take about 20 weeks. (In the latest Civil Service Commission interpretation of the ruling, trainees will not have to be paid overtime.)

In view of the additional running of the BOC, there is considerable interest on the part of OTR top management in cutting the length of the course. One way to reduce the length of the course modestly would be to provide "reading notebooks" to the students in advance. Although this might cause some administrative and security problems, several of the instructors felt that these problems would by no means be insurmountable.

A problem with the Advanced Operations Course seems to be getting the right mix of students. The Course Coordinator feels that, in a sense, this course is in competition with the Midcareer Course for middle-level DDO officers. Some talks have been held regarding the possibility of scheduling the AOC as an "add-on" to the Midcareer Course, in order to attract students at the proper stage in their careers.

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Approved For Release 2002/11/01 : CIA-RDP78-06215A000300010002-3

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Another aspect of the Guest Speaker problem relates to the reporting function at OTR Headquarters. The Guest Speaker Coordinator responsibility, initially assigned to the former Instructional Support Staff, was transferred to the Intelligence Institute last December. It is now performed by a Training Assistant in the Institute as a part-time responsibility. This activity consists of submitting an advance weekly report to the Director of Training on all high-level Agency speakers and all non-Agency speakers appearing in OTR courses and programs during the following week. A 5x8 card file is also kept by speaker so that a chronological record is available on how many times and in what courses a speaker has appeared. If, for example, a request came through on how many times the DD/S&T had spoken and in what courses during FY 1974, this information would be readily available from this card. Updated course schedules are also retained by the Guest Speaker Coordinator.

Evaluative information on speaker content and performance is no longer maintained by the Coordinator, as it was seldom used or referred to by OTR instructors.

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In this connection, the Group also debriefed those students from the first running of Information Science Course for OTR personnel who developed a small computer program on Guest Speakers. This is an innovative and well designed program and may offer one solution to the nagging problem of keeping track of Agency speakers in OTR courses.

Each speaker was listed by Directorate, date of presentation, course, and length of time (e.g. one or two hours, etc.). This provided the input to the computer. (Non-Agency as well as Agency speakers could become part of particular input.) A print-out could provide a listing of guest speakers by Directorate, a listing of all non-Agency guest speakers, frequency of appearances by individual speakers, etcetera.

To make this system workable, OTR should have a focal point to which the basic information could be fed from the Training Units, in order to insure standardized input. Refinement of a workable program could probably be made within a reasonable period of time, using terminals now available within OTR.

#### Recommendations

The Review Group has only a few substantive recommendations to make in this field, feeling that, as stated in the summary, administration is thorough and well in hand. The dissemination of doctrinal and other operational information should be greatly improved with the filling of the SA/OT position at Headquarters.

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The selection procedure for the BOC is receiving close attention by SA/OT, C/CTP and the DDO Senior Training Officer so no recommendations from this Group are in order.

We feel that questions raised about the "competition" for students between Midcareer Course and A.O.C. is a suitable area for further consideration by the Curriculum Committee.

Handling of Guest Speakers

*Let's Discuss*  
It is in this area that the Review Group recommends change. The present system for guest speakers handling

[redacted] is inefficient and un-

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with the OTR Logistics Branch. This would be the simplest, most direct procedure, and would virtually eliminate much of the confusion which now exists.

The Review Group has serious doubts as to whether some aspects of the record-keeping function of the OTR Guest Speaker Coordinator are serving a useful purpose. For example, the corrected schedules of all OTR courses which

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ADMINISTRATIVE - EXTERNAL USE

she maintains in her files are seldom consulted by anyone.

On the other hand, the report which is written alerting the DTR as to which high-level guest speakers are to lecture the following week, and the records kept as to how many times and in what courses a speaker participates, may provide useful data which should be kept on file.

In any event, we feel it would be highly desirable to have a single individual in OTR Headquarters handle all aspects of guest speaker arrangements. We further feel that the individual handling this responsibility, should not be lodged in one of the Training Units, but either in the Plans and Development Staff or the Services and Registration Staff.

If the recording and tabulating of all guest speakers is to be retained as a needed operation, the Review Group recommends that the computer program on this subject, described earlier, be reviewed as a possible mechanism for future centralized handling of this responsibility.

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## IX. General Comments and Summary

### Comments of Senior Training Officers

In late July the Review Group mailed letters to each of the five Senior Training Officers asking for their comments and suggestions on OTR course administrative practices. (A copy of the letter and the complete responses of the Training Officers are attached as Tab "A".)

Many of the comments fell into the area of registration procedures, timeliness of training bulletins & catalogs, and similar matters of interest to the Registration Group, SRS. The chief of this group has already taken some of the specific suggestions under advisement.

Although we did not ask for compliments, we were pleased by the comments of the DDO Senior Training Officer, representing one of the largest consumers of OTR programs, who said, "This office....would like to take this opportunity to stress again our appreciation for the positive attitude OTR personnel have always taken toward DDO training." The DCI Senior Training Officer commented similarly, "I have felt for years OTR's approach to training administration is of highest quality".

A suggestion made by the DDS&T Senior Training Officer is particularly worthy of note. He states, "There should be a designated office in OTR that could be available to handle unusual training requests. For instance, S&T has interest

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in a course given by a California based group. However, we are in the process of contacting the organization directly because no one in OTR is in a position to organize, contact the organization, or talk over the administrative part of operating the course."

This comment (which was received after the body of this report had been completed) points up the necessity of having a single individual in the OTR administrative structure who can provide service and continuity in handling component training problems of this type. For the last few years, such responsibility has been diffused, handled on an ad hoc basis, and has proven ineffective in some instances. We feel that a permanent Component Training Officer in OTR, to whom the Directorates could turn for advice and guidance, would be highly desirable.

#### Impact of TAP and Computer Technology

The Review Group believes that two developments, just beginning to gain use and acceptance in OTR, will impact on some of the recommendations we have made or areas we have covered. These are the initiation of the Typing and Processing (TAP) center with its centralized support to all OTR units, and the ISTB course on Information Science for Training Personnel. The TAP will be handling much of the typing load now being done by individual clerk-typists and training assistants in the units and staffs. This should lessen the present workload for the latter and permit these individuals

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to take on more tasks. Hence, such recommendations as the decentralization of internal registration processing, adoption of a standardized training completion form for OTR courses, and the like, were reviewed in direct relation to TAP and its present and planned activity.

OTR employees "across the board" are now being introduced to the possibility of utilizing small computer programs to streamline and shorten present manual processes in such fields as course administration, maintenance of statistical data, et cetera. One small computer program is already in operation and the Group was briefed on its design and present application. This operation, based in the Registration Group, involved the design of a computer program for the compilation on internal training statistics on a yearly basis and estimates a savings of 200 man hours per year vs. approximately 30 hours for basic design and computer input.

#### Acknowledgements

The Review Group wishes to express its thanks to all those in OTR, [redacted]

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[redacted] who offered complete cooperation and assistance in providing both written material and oral briefings during the course of our study.

We also wish to acknowledge the assistance of the several training assistants in our offices in preparing draft material, and of the TAP in typing the final report for us.

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In conclusion, each member of the Group found this a useful and productive exercise and feels that the experience gained has been professionally beneficial to each of us.

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30 July 1974

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MEMORANDUM FOR: [REDACTED]

SUBJECT : Survey of OTR Administrative Practices

1. For the past few months a special task force in OTR, known as the Training Administration Review Group, (T.A.R.G.) has been reviewing and studying the various administrative practices, procedures, and problems related to the conduct of OTR courses, with a hope that we can come up with some constructive recommendations which will result in both internal improvements and better service to our customers, i.e., the rest of the Agency.

2. To assist in completing our report, we would appreciate any comments or suggestions you may have regarding service rendered by OTR, including such things as registration procedures, course publicity, liaison relationships between OTR and Training Officers, course reporting systems, or any other administrative aspects of our training activities.. Specific recommendations for improvement of our services would be particularly welcome.

3. We feel brief narrative comments would be more helpful than a check list or a questionnaire. Please use the attached sheet and mail to me by 12 August, if possible. A return envelope is also attached for your convenience. We hope to complete our report within the next few weeks.

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4. Please call me on extension [REDACTED] or [REDACTED] STAT on extension [REDACTED] if you have any questions. Your assistance will be most helpful and greatly appreciated.

STAT

STATINTL

[REDACTED]  
Intelligence Institute  
Chairman, T.A.R.G.

Att

STAT

[redacted]  
II/OTR  
Room 921  
Chamber of Commerce Bldg.

TO: Senior Training Officers

Please comment below on any or all of the following areas dealing with administration of OTR's training activities:

1. Dissemination of training information (OTR Bulletins, catalogs, etc.).
2. Registration procedures.
3. Liaison relationship between OTR and component training officers.
4. Reporting on student progress and achievement.
5. Other suggestions.

1. We would like to see a program developed whereby the Directorates would be supplied with a list of courses by category, month, or some other convenient breakdown, that would allow more long term planning in training. At the moment, we project for the Annual Personnel Plan the planning for training for the next fiscal year. However, this is done without the benefit of any type of schedule or timetable. To be more realistic, we need some type of schedule to state when the course is given, the approximate time, and the number of openings or quota. This would be useful if it could be prepared covering one year.

2. There should be a designated office in OTR that would be available to handle unusual training requests. For instance, S&T has interest in a course given by a California based group. However, we are in the process of contacting the organization directly because no one in OTR is in a position to organize, contact the organization, or talk over the administrative part of operating the course.

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Per conversation with [redacted] on 17 September, please add the following:

(continue on other side)

to para 1: "Also needed for our planning in the career development field is a revised OTR Catalog, and we understand this has been completed and distribution is expected shortly."

to para 3: The bi-weekly statistics of training registrations and notes to Training Officers is a very useful document for us. We'd like to continue receiving copies and consider this a good and quick channel of communication between OTR and Training Officers. We refer to it constantly and find that it saves a certain number of phone calls to OTR.

DDS&T also recommends continuance of the Agency-wide Training Officers Orientation or Conference, and the Training Assistant Workshop.

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1974

MEMORANDUM FOR: [REDACTED] II/OTR

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SUBJECT : Survey of OTR Administrative Practices

This memorandum is keyed to the questionnaire issued by OTR on 3 July 1974.

1. The DDO has found the dissemination of training information to be satisfactory. We see a continuing flow of bulletins, announcements, and training critiques and have a good feeling for OTR's courses and plans. We do find, however, enrollment figures listed in the weekly newsletter sometimes confusing and misleading. A greater effort should be made to keep those figures accurate and up-to-date. Sometimes incorrect information will indicate to a training officer there is no space available in a course when in fact the figures are erroneous.

2. Registration Procedures -- Basically the procedures appear to us to be working well. We would like to suggest that this office be consulted more closely in picking the students for the Advanced Intelligence Seminar. It is planned to get better DDO representation in this course and we would like to work with the course coordinator to ensure a good cross section of DDO personnel attend the AIS.

3. Relationship between OTR and component training officers is excellent. Both this office and other DDC/TRO's have found OTR personnel to be unfailingly courteous and helpful. There seems little room for improvement in this area. We plan to ask OTR personnel to attend our DDO training officer meetings and strongly recommend that another OTR sponsored training officer briefing be held in the near future. We also could use an updated training officers guide like the one issued in October 1974.

4. The DDO's long-held views on the need for more analytical reporting on student progress and achievement is well known. Although we realize that OTR is not in the position of assessing students potential, we would welcome more input from OTR on student's achievements, particularly in the BOC and the AOC. Although it may entail a great deal of effort, a short resume of

**[CONFIDENTIAL]**

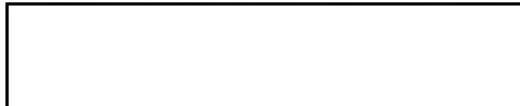
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- 2 -

how DDO officers perform in such courses as the Midcareer and the AIS would also be helpful. For example, if a student is detached and withdrawn during one of the courses or appears to be disinterested, this is a fact we would like to know. To repeat, however, it is in our operations courses that we most look for helpful comments from the instructional staff and do not always get it.

5. This office has no other specific suggestion to make, but would like to take this opportunity to stress again our appreciation for the positive attitude OTR personnel have always taken toward DDO training. Lastly, it would be helpful if we were to receive a copy of each course syllabus as it is issued as they are kept in our files and are frequently consulted by prospective students.



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DDO/TRO

PLEASE RETURN TO:

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STAT

[redacted]  
11/OTR

Room 921

Chamber of Commerce Bldg.

TO: Senior Training Officers

Please comment below on any or all of the following areas dealing with administration of OTR's training activities:

1. Dissemination of training information  
(OTR Bulletins, catalogs, etc.). *Superior*
2. \*Registration procedures. *Generally fine*
3. Liaison relationship between OTR and component training officers. *1st class*
4. Reporting on student progress and achievement. *OK*
5. Other suggestions.

\* a minor suggestion: That the training request form be modified to show clearly whether the training requested is employee initiated or is component (supervisor) stimulated.

I have felt for years OTR's approach to training administration is of highest quality

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AFO/DCI

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STAT

II/OTR  
Room 921  
Chamber of Commerce Bldg.

TO: Senior Training Officers

Please comment below on any or all of the following areas dealing with administration of OTR's training activities:

1. Dissemination of training information (OTR Bulletins, catalogs, etc.).
2. Registration procedures.
3. Liaison relationship between OTR and component training officers.
4. Reporting on student progress and achievement.
5. Other suggestions.

4. Please advise the Senior Training Officer/DDM&S of completion of courses by employees with MG service designation.

5. Would appreciate more leadtime on courses requiring decisions on the part of the Training Selection Board.

STAT

STO/DDM&S

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PLEASE RETURN TO:

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STAT

[redacted]  
11/OTR

Room 921

Chamber of Commerce Bldg.

TO: Senior Training Officers

Please comment below on any or all of the following areas dealing with administration of OTR's training activities:

1. Dissemination of training information (OTR Bulletins, catalogs, etc.).
2. Registration procedures.
3. Liaison relationship between OTR and component training officers.
4. Reporting on student progress and achievement.
5. Other suggestions.

1. Training Bulletins could be more timely--in some cases--to give more lead time.
2. Re courses requiring concurrence of the Senior Training Officer: underline the statement indicating the training form should go through the STO.
3. Because of frequently changing telephone numbers, it would be helpful if a directory could be included with the semi-annual schedule of courses.
4. The accounting system is confusing. It would be helpful if an outline were circulated clearly stating who is responsible for what regarding travel orders, advances, etc.

In addition, when questions arise regarding travel and advances, it might be more beneficial and save some time if OTR called the student direct, rather than the training officer (who merely acts as the middle man).

STAT

[redacted]  
Signature

DDI/STO  
13 August 1974

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## ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Report of Training Administration Review Group

FROM: Chairman, Training Administration Review Group		EXTENSION	NO.	JTR-0903	STAT
			DATE	26 Sept. 74	
TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)	
	RECEIVED	FORWARDED			
1. Chairman, Curriculum Committee	26 Sept	JTR			
2.					
3. DDTR	9/26 1/2	P			
4.					
5. DTR	7 Oct 7	~			
6. DDTR					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.	25X1A				

3 to 5:  
I want to study this further, but do not want to delay your receipt of it. My initial reaction is that the group did a commendable job. P

(J) Let me see  
OTR Notice 35-74  
dt 24 apr 74.

5 to 6:  
DDTR,  
Once you have studied - you will you raise with me - whatever views you have & we'll discuss too -  
these notes of mine.